

## *California Commission on Teacher Credentialing*

# **Teacher Supply in California 2001-2002**

## **A Report to the Legislature**

### **Executive Summary**

Determining teacher supply in California is essential for policy makers as they analyze how current statutes and policies impact teacher recruitment, teaching incentives and teacher preparation. This report provides data collected by the California Commission on Teacher Credentialing (Commission) and addresses several questions regarding the supply of teachers newly available to teach in California classrooms.

Originally intended to provide data as outlined in Assembly Bill 471 (Scott, Chapter 381, Statutes of 1999) signed by Governor Davis, the report incorporates the requirements of the legislation into a tool for policy makers and others interested in teacher supply. More detailed data is available on-line in the full report at [www.ctc.ca.gov](http://www.ctc.ca.gov).

This report frames information under eight questions regarding teacher supply. The questions are:

- How Many Teachers Are Credentialed Each Year in California?
- What Types of Credentials Are Teachers Earning?
- Are Alternative Routes Growing?
- Are Career Ladder Programs Working?
- Who Prepares California's Teachers?
- Are More People Considering a Teaching Career?
- Are Credentialed Teachers Staying in the Classroom?
- Are the Numbers of Emergency Permits and Waivers Declining?

*In fiscal year 2001-02 California saw a 23% increase in teachers newly available to teach, a 14% decrease in the number of emergency teaching permits, and a 22% decrease in the number of credential waivers.*

## How Many Teachers Are Credentialed Each Year in California?

Teachers may earn a California teaching credential through a variety of programs offered by Institutions of Higher Education (IHE) or through intern programs offered by a school district or consortia of districts. All teacher preparation programs must meet the same high teacher preparation standards and be accredited by the Commission. Teachers prepared in other states have several options for obtaining a California credential depending on their years of experience or the comparability of their teacher preparation program to those in California. Recent legislation has effectively streamlined this process for out-of-state teachers.

The supply of credentialed teachers in California increased by 23% from fiscal year 2000-01 to 2001-02, from 23,926 to 29,536. Of these teachers, 46% had previously held an intern credential, a pre-intern certificate, or an emergency permit and were teaching in California classrooms.

The following chart shows the numbers of teachers earning California credentials for fiscal years 1997-98 through 2001-02.

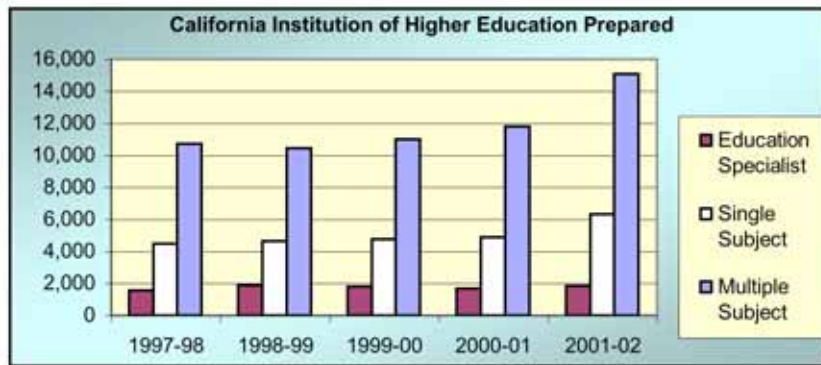
| <b>Total California Teaching Credentials Issued</b> |                |                |                |                |                |                 |
|---|----------------|----------------|----------------|----------------|----------------|-----------------|
|   | <b>1997-98</b> | <b>1998-99</b> | <b>1999-00</b> | <b>2000-01</b> | <b>2001-02</b> | <b>% Change</b> |
| <b>California IHE Prepared</b>                      | 16,767         | 16,993         | 17,555         | 18,397         | 23,225         | 26.2%           |
| <b>District Prepared</b>                            | 393            | 508            | 703            | 805            | 682            | -15.3%          |
| <b>Out-of-State Prepared</b>                        | 4,837          | 4,216          | 3,864          | 4,724          | 5,629          | 19.2%           |
| <b>Totals</b>                                       | <b>21,997</b>  | <b>21,717</b>  | <b>22,122</b>  | <b>23,926</b>  | <b>29,536</b>  | <b>23.4%</b>    |



The following charts show the types of teaching credentials earned in California through the avenues outlined on the previous page – California IHE programs, school district programs and teachers prepared in other states. There are currently three basic types of teaching credentials issued by the Commission for service in K-12 academic settings. Multiple Subject Teaching Credentials authorize service in self-contained classrooms such as classrooms in most elementary schools. Single Subject Teaching Credentials authorize service in departmentalized classes such as those in most middle and high schools. Education Specialist credentials authorize service in special day classes and in resource programs for students with special needs.

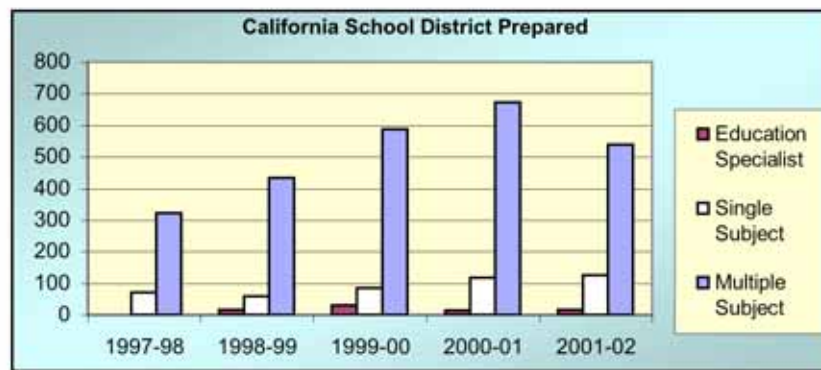
#### California IHE Prepared

|                             | <u>1997-98</u> | <u>1998-99</u> | <u>1999-00</u> | <u>2000-01</u> | <u>2001-02</u> | <u>% Change</u> |
|-----------------------------|----------------|----------------|----------------|----------------|----------------|-----------------|
| <b>Multiple Subject</b>     | 10,710         | 10,444         | 11,013         | 11,813         | 15,080         | 27.7%           |
| <b>Single Subject</b>       | 4,500          | 4,650          | 4,748          | 4,886          | 6,313          | 29.2%           |
| <b>Education Specialist</b> | 1,557          | 1,899          | 1,794          | 1,698          | 1,832          | 7.9%            |
| <b>Total</b>                | <b>16,767</b>  | <b>16,993</b>  | <b>17,555</b>  | <b>18,397</b>  | <b>23,225</b>  | <b>26.2%</b>    |

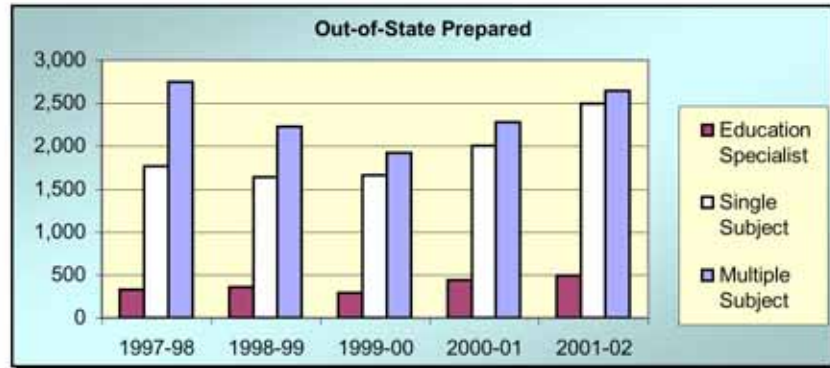


#### District Prepared

|                             | <u>1997-98</u> | <u>1998-99</u> | <u>1999-00</u> | <u>2000-01</u> | <u>2001-02</u> | <u>% Change</u> |
|-----------------------------|----------------|----------------|----------------|----------------|----------------|-----------------|
| <b>Multiple Subject</b>     | 322            | 434            | 587            | 673            | 539            | -19.9%          |
| <b>Single Subject</b>       | 71             | 58             | 85             | 117            | 126            | 7.7%            |
| <b>Education Specialist</b> | 0              | 16             | 31             | 15             | 17             | 13.3%           |
| <b>Total</b>                | <b>393</b>     | <b>508</b>     | <b>703</b>     | <b>805</b>     | <b>682</b>     | <b>-15.3%</b>   |



| <u>Out-of-State Prepared</u> |                |                |                |                |                |                 |
|------------------------------|----------------|----------------|----------------|----------------|----------------|-----------------|
|                              | <u>1997-98</u> | <u>1998-99</u> | <u>1999-00</u> | <u>2000-01</u> | <u>2001-02</u> | <u>% Change</u> |
| <b>Multiple Subject</b>      | 2,747          | 2,223          | 1,918          | 2,277          | 2,640          | 15.9%           |
| <b>Single Subject</b>        | 1,765          | 1,634          | 1,658          | 2,006          | 2,497          | 24.5%           |
| <b>Education Specialist</b>  | 325            | 359            | 288            | 441            | 492            | 11.6%           |
| <b>Totals</b>                | <b>4,837</b>   | <b>4,216</b>   | <b>3,864</b>   | <b>4,724</b>   | <b>5,629</b>   | <b>19.2%</b>    |



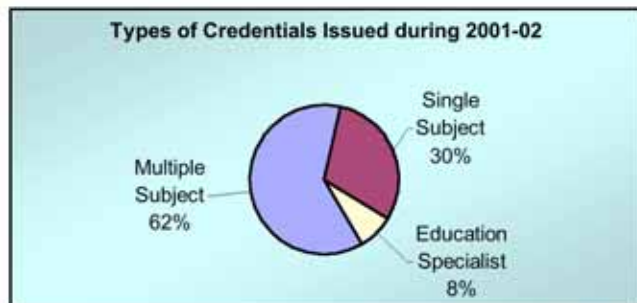
## What Types of Credentials Are Teachers Earning?

This report focuses on teaching credentials for California's K-12 classrooms. As stated previously, there are currently three basic types of teaching credentials issued by the Commission for service in K-12 academic settings. Multiple Subject Teaching Credentials authorize service in self-contained classrooms such as classrooms in most elementary schools. Single Subject Teaching Credentials authorize service in departmentalized classes such as those in most middle and high schools. Education Specialist credentials authorize service in special day classes and in resource programs for students with special needs.

As shown in the chart below, Multiple Subject Teaching Credentials comprise 62% of the total number of credentials issued in 2001-02 at 18,259. Single Subject Teaching Credentials comprise 30% at 8,936 and Education Specialist Teaching Credentials comprise 8% of the total at 2,341.

### Types of Credentials Issued During 2001-02

|                             | <u>2001-02</u> |
|-----------------------------|----------------|
| <b>Multiple Subject</b>     | 18,259         |
| <b>Single Subject</b>       | 8,936          |
| <b>Education Specialist</b> | 2,341          |
| <b>Total</b>                | <b>29,536</b>  |



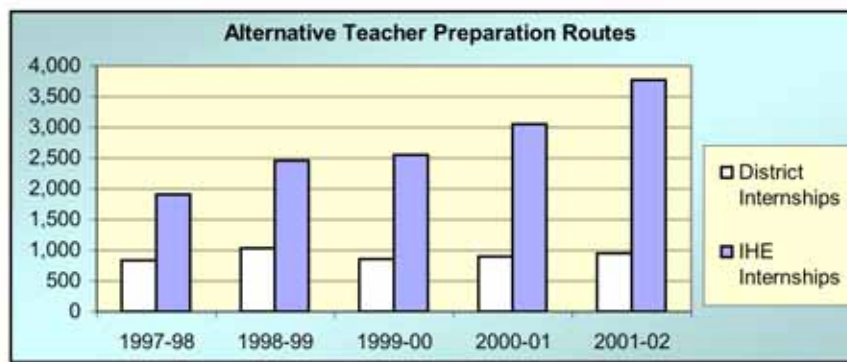
## Are Alternative Routes Growing?

California offers great flexibility for individuals interested in becoming teachers. The traditional route to teaching includes a year of preparation courses including field experience and student teaching. The experience is carefully planned to introduce the prospective teacher into the classroom and to ensure that the teacher is fully prepared upon earning the credential. However, this route does not meet the needs of many individuals who have the skills and dedication necessary to become excellent teachers. For individuals who must earn a living while completing a teacher preparation program and for career changers who bring valuable skills and experience to the classroom, internship programs are a viable option.

Many IHEs offering teacher preparation programs offer an internship alternative. School districts may also offer teaching internship programs. All alternative programs must meet the same high standards as traditional programs and must be accredited by the Commission. Each program must show how it prepares interns prior to their classroom experience – usually during the summer – and must show how interns are mentored and assessed in addition to providing continued teacher education courses and seminars.

The chart below shows the number of intern credentials and certificates issued for use in both IHE and school district programs. Data for fiscal years 1997-98 through 2001-02 show a steady increase in IHE internship programs with an enrollment of 3,769 in 2001-02 and a slight variation over time in district internship programs with an enrollment of 944 in 2001-02.

| <b>Alternative Teacher Preparation Routes</b> |                |                |                |                |                |                 |
|---|----------------|----------------|----------------|----------------|----------------|-----------------|
|   | <b>1997-98</b> | <b>1998-99</b> | <b>1999-00</b> | <b>2000-01</b> | <b>2001-02</b> | <b>% Change</b> |
| <b>IHE Internships</b>                        | 1,909          | 2,458          | 2,557          | 3,056          | 3,769          | 23.3%           |
| <b>District Internships</b>                   | 834            | 1,030          | 855            | 897            | 944            | 5.2%            |
| <b>Totals</b>                                 | <b>2,743</b>   | <b>3,488</b>   | <b>3,412</b>   | <b>3,953</b>   | <b>4,713</b>   | <b>19.2%</b>    |



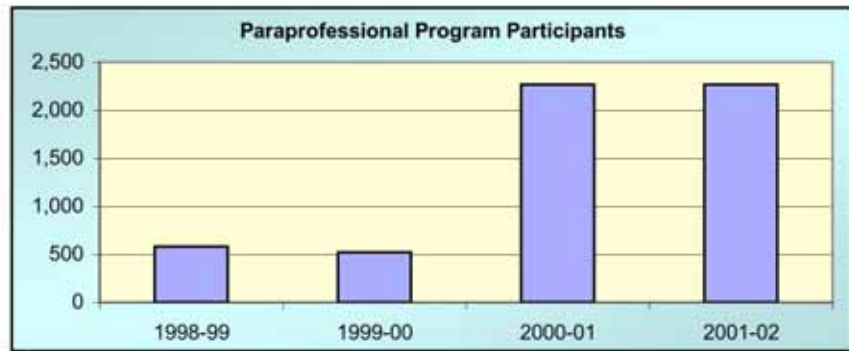
## Are Career Ladder Programs Working?

In the past few years, the Governor and the Legislature have provided programs for individuals working in classrooms as paraprofessionals and as pre-interns. These programs provide funding to support individuals while they work in the classroom and complete their teacher preparation. The Paraprofessional Teacher Training Program provides money for tuition and books, offers academic support as participating classroom aides earn a college degree and complete a credentialing program. The Pre-Intern Program provides funds for school districts to support teachers who would otherwise serve on emergency permits. The program offers training in basic classroom skills such as classroom management and organization, provides mentoring and helps the participants meet credentialing subject matter requirements to enter an internship program. Both programs have been highly successful in moving participants into internship programs and later to full credentials.

Analysis of the participation in both programs can help forecast future credential numbers. Participation in the Paraprofessional Teacher Training Program remained steady at 2,266 participants in 2001-02. The Pre-Intern Program showed a 21.6% increase in certificates issued from 2000-01 to 2001-02 from 8,092 to 9,841.

**Paraprofessional Program Participants**

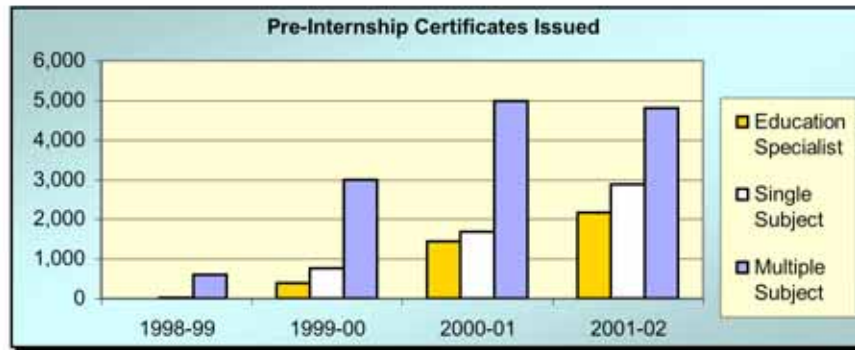
| <u>1998-99</u> | <u>1999-00</u> | <u>2000-01</u> | <u>2001-02</u> | <u>% Change</u> |
|----------------|----------------|----------------|----------------|-----------------|
| 580            | 522            | 2,268          | 2,266          | -0.1%           |





**Pre-Internship Certificates Issued**

|                      | <b><u>1998-99</u></b> | <b><u>1999-00</u></b> | <b><u>2000-01</u></b> | <b><u>2001-02</u></b> | <b><u>% Change</u></b> |
|----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------------------|
| Multiple Subject     | 597                   | 2,987                 | 4,981                 | 4,799                 | -3.7%                  |
| Single Subject       | 12                    | 760                   | 1,677                 | 2,875                 | 71.4%                  |
| Education Specialist | 0                     | 395                   | 1,434                 | 2,167                 | 51.1%                  |
|                      | <b>609</b>            | <b>4,142</b>          | <b>8,092</b>          | <b>9,841</b>          | <b>21.6%</b>           |

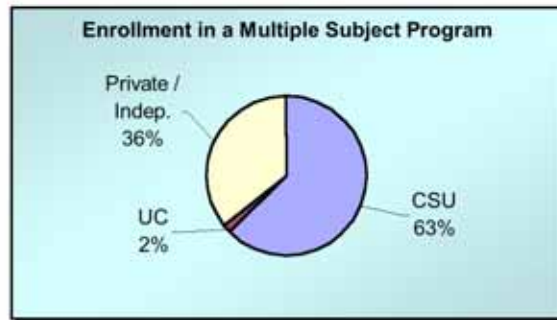


Tracking teacher preparation program enrollment can serve as yet another forecasting tool. Recent federal regulations, detailing the Elementary and Secondary Education Act, require all states to report data on teacher preparation. Included in this report is enrollment data for all California IHE teacher preparation programs during fiscal year 2000-01.

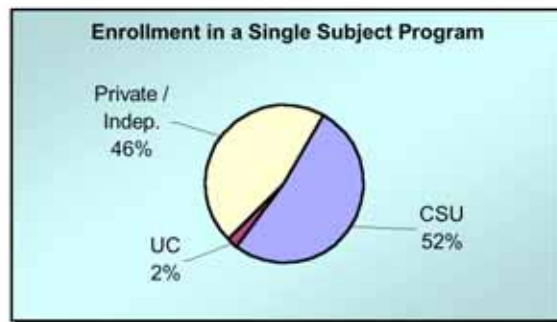
The charts on the next page show enrollment data for Multiple Subject Teaching Credential Programs, Single Subject Teaching Credential Programs and Education Specialist Teaching Credential Programs. The charts show this data according to enrollment in programs offered through the California State University (CSU), the University of California (UC) and Private/Independent Universities. Because not all credential candidates will complete their teacher preparation program in one year, the data should be viewed in light of the varying length of each candidate's progress toward the credential. The data show that there were 40,240 candidates enrolled in programs for Multiple Subject Teaching Credentials, 17,823 candidates enrolled in programs for Single Subject Teaching Credentials, and 8,009 candidates enrolled in programs for Education Specialist Teaching Credentials during fiscal year 2000-01.

**Multiple Subject**

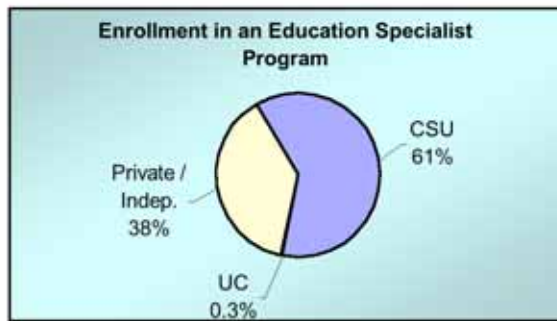
|                  |               |
|------------------|---------------|
| CSU              | 25,180        |
| UC               | 686           |
| Private / Indep. | 14,374        |
| <b>Total</b>     | <b>40,240</b> |

**Single Subject**

|                  |               |
|------------------|---------------|
| CSU              | 9,261         |
| UC               | 376           |
| Private / Indep. | 8,186         |
| <b>Total</b>     | <b>17,823</b> |

**Education Specialist**

|                  |              |
|------------------|--------------|
| CSU              | 4,916        |
| UC               | 24           |
| Private / Indep. | 3,067        |
| <b>Total</b>     | <b>8,007</b> |



## Who Prepares California's Teachers?

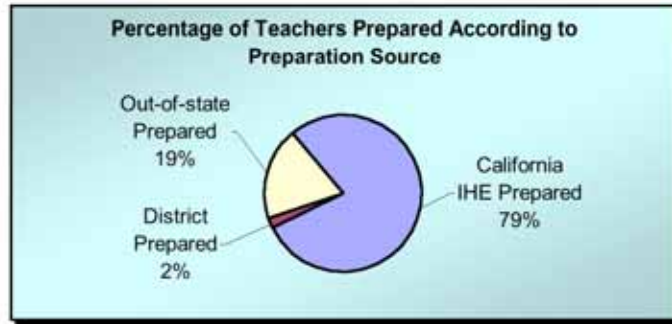
California Universities prepared 79% of the teachers in California in fiscal year 2001-02. Teachers prepared in other states who later became credentialed in California comprised 19% of newly credentialed California teachers. The remaining 2% of newly credentialed teachers were prepared through school district internship programs.



**Percentage of Teachers Prepared According to Preparation Source**

**Fiscal Year 2001-02**

| <b><u>Certification Route</u></b> | <b><u>Multiple<br/>Subject</u></b> | <b><u>Single<br/>Subject</u></b> | <b><u>Education<br/>Specialist</u></b> | <b><u>Totals</u></b> |
|-----------------------------------|------------------------------------|----------------------------------|--|----------------------|
| California IHE Prepared           | 15,080                             | 6,313                            | 1,832                                  | 23,225               |
| District Prepared                 | 539                                | 126                              | 17                                     | 682                  |
| Out-of-state Prepared             | 2,640                              | 2,497                            | 492                                    | 5,629                |

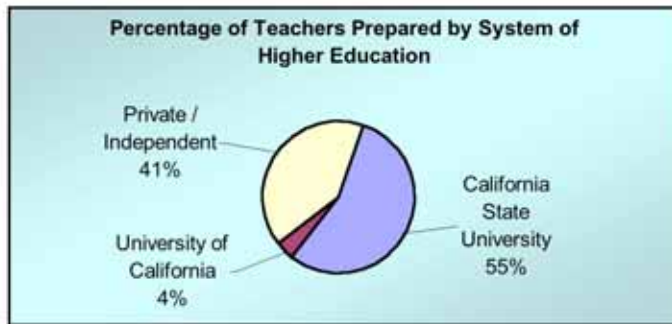


Of the three university systems – California State University (CSU), University of California (UC) and Private/Independent Universities – CSU prepared 55% of the new teachers in the fiscal year 2001-02. Private/Independent Universities prepared 41%, and UC programs prepared 4% of the new teachers.

**Percentage of Teachers Prepared by System of Higher Education**

**Fiscal Year 2001-02**

|                             |               |
|-----------------------------|---------------|
| California State University | 12,712        |
| University of California    | 988           |
| Private / Independent       | 9,525         |
| <b>Total</b>                | <b>23,225</b> |

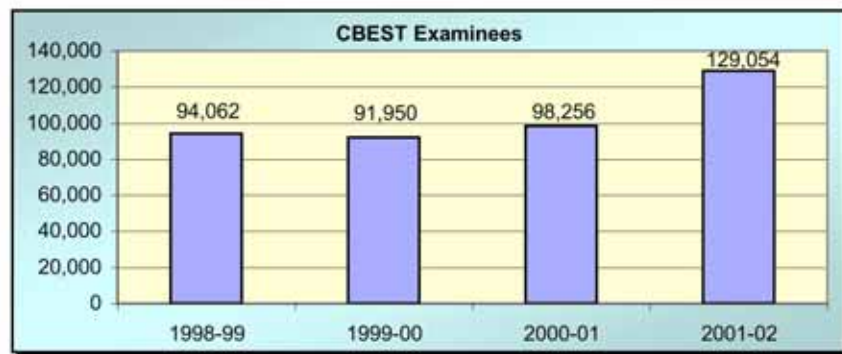


## Are More People Considering a Teaching Career?

One indicator of interest in teaching is the number of individuals taking the California Basic Educational Skills Test (CBEST). This exam is a prerequisite for all teaching and service credentials in California. It measures an individual's basic competence in reading, writing and mathematics. While the number of CBEST examinees has varied over the last four years, the data show a substantial increase in 2001-02 at 129,054 compared to 98,256 in 2000-01, and 91,950 in 1999-00. All examinee numbers include repeat test takers.

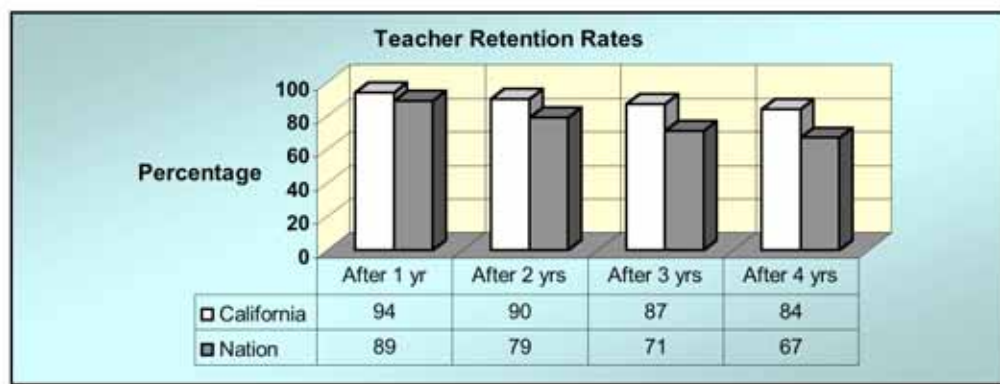
**CBEST Examinees**

| <u>1998-99</u> | <u>1999-00</u> | <u>2000-01</u> | <u>2001-02</u> | <u>% Change</u> |
|----------------|----------------|----------------|----------------|-----------------|
| 94,062         | 91,950         | 98,256         | 129,054        | 31.3%           |



## Are Credentialed Teachers Staying in the Classroom?

A joint study undertaken in 2002 by the California Commission on Teacher Credentialing and the California Employment Development Department revealed that California public schools retained teachers at a significantly higher rate than the national average. Of the 13,000 newly employed teachers in fiscal year 1995-96, 84% remained employed in public education after four years, as compared to 67% nationally.

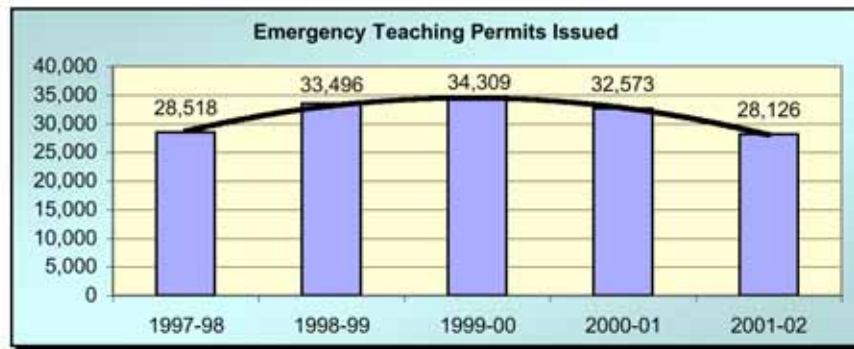


## Are the Numbers of Emergency Permits and Waivers Declining?

For the second consecutive year, emergency permits and credential waivers have decreased from the previous fiscal year. The number of emergency teaching permits (Multiple Subject, Single Subject, and Special Education) decreased by 14% -- from 32,573 in 2000-01 to 28,126 in 2001-02. Additionally, the number of credential waivers decreased by 22% -- from 2,265 in 2000-01 to 1,778 in 2001-02. Since fiscal year 1999-00, California has seen an 18% decrease in the number of emergency teaching permits issued, and a 35% decrease in the number of credential waivers issued. Taking into account an increase in the number of certificated teaching staff in California's schools and the decrease in the number of emergency permits, the percentage of emergency permits has decreased from 11% in 2000-01 to 9% in 2001-02. Credential waivers decreased from .7% of the total certificated teaching staff in 2000-01 to .6% in 2001-02.

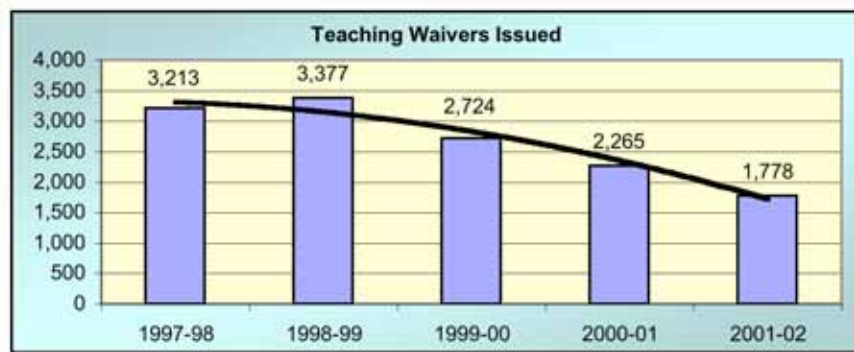
### Emergency Teaching Permits

| <u>1997-98</u> | <u>1998-99</u> | <u>1999-00</u> | <u>2000-01</u> | <u>2001-02</u> | <u>% Change</u> |
|----------------|----------------|----------------|----------------|----------------|-----------------|
| 28,518         | 33,496         | 34,309         | 32,573         | 28,126         | -13.7%          |



### Teaching Waivers

| <u>1997-98</u> | <u>1998-99</u> | <u>1999-00</u> | <u>2000-01</u> | <u>2001-02</u> | <u>% Change</u> |
|----------------|----------------|----------------|----------------|----------------|-----------------|
| 3,213          | 3,377          | 2,724          | 2,265          | 1,778          | -21.5%          |



Another study conducted by the Commission during 2002 determined the number of new emergency permit holders earning a teaching credential and the length of time it took them to earn the credential. The following chart displays a cumulative percentage rate over a five-year period for each fiscal year studied. For example, in fiscal year 1995-96, of the 6,184 individuals who earned a new emergency teaching permit, 3,919 (or 63%) earned a teaching credential by the end of five years. Because national research indicated that emergency permit teachers seldom went on to earn full credentials, this new California data provides a more accurate view of the teacher supply pipeline.

